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IMPROVING INTERPERSONAL PERCEPTION

GOODWIN WATSON

Ed. Note: *As a training-research team, the entire staff of the Human Relations Training Laboratories at Bethel last summer looked especially at individual differences in what people get out of a laboratory. One focus was on changes in interpersonal perceptions. Data now being studied by Roger Harrison of the Yale University Department of Industrial Administration, will be reported in future issues of* ***Training News.*** *Goodwin Watson of Teachers College, Columbia University, presented the following paper after an exercise in which participants were asked to characterize and compare members of their training groups. The exercise was repeated three times during the laboratory to assess possible changes in perceptions.*

The variety and range of "yardsticks" we use in judging persons are important factors in our ability to work with others. Some recent research (Fiedler) has shown that more successful leaders are more discriminating in their ratings of members of their teams. A basketball team captain who sees his teammates as all pretty much alike will probably be less successful than a captain who sees big differences between best and poorest players. The same rule has been found to hold for groups of factory workers and of office employees. Ability to see differences is an important feature of the successful organizer.

Overused Dimensions

Most people carry around in their heads a few measuring rods which they apply to everyone. In group psychotherapy we often have an anxious patient who sees "all those others" as vaguely threatening. They do not seem to him to have faces or personalities; they are only so many danger signs. Sometimes we have the opposite problem: a patient who starts off seeing everyone else as vaguely wonderful while he sees himself as no good at all. During successful therapy, these patients begin slowly to recognize real people. Distinctive characteristics replace the blob-faces and one-dimensional personalities. Seeing real differences in others is a sign of growing mental health.

One of the overused yardsticks is prestige. People who overemphasize prestige quickly looked up the T-Group roster to discover the *important* members of their group. In introducing themselves, such persons let it be known that they occupy influential positions and have been responsible for supervising large numbers of people in a well-known organization. They are name-droppers, hinting at prominent connections.

Another overworked measuring rod is money. At some conventions, delegates note who came in Cadillacs and are quite expert in estimating salaries from the suits of men and the furs of women.

Other people quickly respond to indices of power. Small boys coming to new neighborhoods have to prove themselves in a series of fights until it is quite clear who can lick whom. In T Groups the power struggle is more subtle, but it's there. Someone senses the power vacuum and moves in to give direction. Someone else usually responds with a counter proposal. The debate is ostensibly on the merits of the proposal, but under the surface of words and logic it is a competition for power. Often there is a third fellow so politically sagacious that he waits quietly for these two brash upstarts to knock each other out before he moves in to take over. To some members of T Groups, what I have been saying is no news. They are hypersensitive to power dimensions. They watch these struggles from the first moment. Others have no idea that any such competition is in progress.

There is not time to list all the overused yardsticks. One is intelligence or education. It is a safe guess that some delegates quickly size up the I.Q.'s of their group and conclude that only two or three of the members are worthy of attention; the rest are all ordinary or below. Another very influential dimension is sex. For some members, the group consists of a few who might be attractive lovers and all those others who don't count. For a few, the all-important question is, "Who is sincere?" The only scale that matters for them is "leveling," and the scale runs from guile or hypocrisy to candor.

Underused Dimensions

Any of these measuring rods may have a legitimate part in sizing up new acquaintances; the trouble usually lies in placing too much reliance on *one* dimension and neglecting others. Obvious differences in age, sex, race, or nationality do not really tell us much about important personal dimensions like warm-or-cold, deep-or-shallow, creative-or-plodding.

One of the memorable facts about T-Group experience is that the overused dimensions don't give any indication of the members who are going to contribute most to the group's learning. The members who turn out to be most valuable could not have been predicted from apparent prestige or power or money or sex appeal or intelligence. Once again reliance has been placed on some rather useless measuring sticks. We need to look at other dimensions which we may never have used in the exercise preceding this talk: for example, self-awareness, perhaps, or ability to listen, balance, insight, poetic imagery, breadth of social acceptance.

Perception of Others Reveals the Self

Tell how a man sees his fellow-men and we know a great deal about him. He overuses some dimensions because they have emotional importance for him. If he judges others by their educational degrees or verbal intelligence, he reveals that this is important in his self-concept. He may be proud of his high scholarship or perhaps ashamed of not having gone further in school. Those who are overconcerned about aggressiveness in others show that this is an important motive in their own lives. Perhaps they are afraid of their own impulse to aggression and so condemn aggressive behavior in others. Perhaps they'd like to dominate others but don't quite dare, and so resent those who succeed. Warmth is reassuring and almost indispensable to those who feel apprehensive about being accepted. For them, the tendency of others to be cordial or cool is the most vital dimension.

Transference

We have been talking about something which has been called the "New Look" in perception. We are not cameras or tape recorders. We do not take in, with our eyes and ears, exactly what is "out there." We constantly respond to cues which have meaning for us. We see what we want to see or need to see to defend ourselves or to advance our aims. We don't see people as they are; we see them for what they may mean to us.

Some of the most serious distortions in perception of new acquaintances comes from their chance resemblance to people who were once important for us. This is the process which Freud called "transference" and Sullivan called "parataxis." A grey-haired woman in the T Group may be seen as a mother-symbol. Those who enjoyed childhood dependence on their own mothers expect a similar acceptance from her. Those who found their mothers hateful will anticipate that kind of personal relationship and perhaps guard against it. A dominant male may be a father-figure against whom those other men who have never really worked out their Oedipus conflict will rebel. These are familiar transference patterns, but there are many others. This young man with horn-rimmed glasses resembles a fellow we used to know; until we learn otherwise, we expect him to behave as our earlier acquaintance did. We may feel let down because he does not exhibit the lively sense of humor we imagined he would have or relieved because he is not so critical as we had feared. Often we attribute to "intuition" those immediate flashes of feeling about new acquaintances which lead us to feel that they will prove trustworthy or malicious or superficial or kind. Actually, those strong impressions can be shown, on analysis, to arise because of some resemblance in physique or speech or manner or relative position to someone whom we earlier knew as trustworthy or malicious or superficial or kind.

A revealing exercise is to go around your T Group, trying to match each member with someone you have known whom the member in some way resembles or of whom he reminds you. Once you have made these

transference expectations conscious and explicit, you can discount them. If they remain undiscovered, they may lead to very mistaken impressions.

The Hypothesis of Opposites

It is sometimes helpful to avoid premature judgments about other people by searching for the opposite of what appears on the surface. Freud used a similar principle in his concept of "reaction formation," explaining that prudes might be on guard against especially salacious thoughts, while a person basically hostile might mask this by appearing very sweet and kind. Adler noted that conceit often arose from a basic feeling of inferiority and that sometimes people who desperately want social acceptance give an impression of not caring at all about others. Jung referred to the "shadow" side of personality, the potential but undeveloped personal traits which contrast with those most highly developed.

When someone seems to be tough and callous, it may be well to wonder whether, underneath this defense, he may not be unusually sensitive. When a person seems too eagerly co-operative, it is prudent to wonder whether he may not have hidden motives. The person who constantly makes a doormat of himself may actually be building enormous resentments.

It is not always true that people are the opposite of what they seem to be. Not every villain has a heart of gold. Not every saint hankers for debauchery.

The value of the hypothesis of opposites is twofold. First, it prevents us from "typing" the individual and treating him so that he becomes what we expect of him—the "self-fulfilling prophecy." Second, it helps us to keep an open mind and sensitizes us to the immense complexities of human personality.

LABORATORIES RELATE RESEARCH AND TRAINING

Further data being analyzed from last summer's laboratories relate dissonance theory to laboratory learning. The project has been described by Roger Harrison thus:

"This research applies dissonance theory to understanding and predicting the changes occurring as a result of laboratory training. People experience dissonance when events do not follow predictably from one another. Training-group members experience dissonance when they observe unexpected, confusing, illogical, or inconsistent behavior on the part of others in the group. Dissonance occurs when the trainer fails to behave predictably as a teacher or a leader. It results when behavior which is effective elsewhere does not obtain the desired response from others in the group. It is created when others see one's behavior differently from that which one intended.

"This research takes the point of view that changes in the way participants see groups and persons can be ways of reducing dissonance generated in the training. The ideal training design, by exposing members to unexpected, difficult-to-understand events, creates dissonance for participants in an amount which can be reduced by changes in the participants' views of how people and groups behave.

"One hypothesis of the study is that people characteristically favor certain modes of dissonance reduction. If a sample of a person's responses to dissonance situations can be obtained, it should be possible to predict the likelihood of problem-solving responses to the dissonance created in training.

"Another aim of the research is to study directions in which participants change their views of others in training and to relate the changes to other measures of learning."

The study includes these aspects:

1. Development and application of an instrument (the Dissonance Reaction Form) for assessing degree of problem-solving orientation to dissonance situations.
2. A study, using a presently available instrument (the Person Description Form), of the extent to which laboratory participants change their concepts about people.
3. A study of the relationship of extent of change of perceptions of people to trainer ratings of participants' learning and to sociometric ratings of change by members of T Groups.

4. Development of an improved instrument for assessing amount and direction of change in perceptions of others.

INTERIM RESEARCH REPORT

Douglas Bunker, NTL Training Consultant, reports completion of the first year of a two-year research project designed to develop a methodology for testing the effects of laboratory training. Based on data gathered during Bethel Laboratories in 1960 and on a comparison of these data with similar data gathered this past summer and now being processed, this research will also make it possible to compare the effects of the three-week 1960 laboratories with the two-week laboratories in 1961. The research is addressed especially to measuring qualitative differences in the kinds of changes reported after laboratory training.

The project represents an extension of research conducted by Matthew Miles, of Teachers College, Columbia University, on the effects of laboratory training on elementary school principals attending a laboratory at Bethel in 1958. Both projects gather data during the laboratory and eight months later. The post-laboratory data are gathered not only from the participants but also from peers and colleagues. Data are gathered also from a control group of similar persons who did not attend a laboratory, but would like to do so.

Follow-up data on 1961 participants will be gathered in March 1962. Assisting Douglas Bunker are Antioch College students Eric Knowles (last spring) and, this fall, Ethel Hutchins. Both students are spending their work period in NTL Washington offices.

SECOND FRENCH SEMINAR ON INDUSTRIAL PSYCHO-SOCIOLOGY

J. Ardoino (Bethel '59) of the Bordeaux Institute of Business Management and secretary-general of the French Association for the Development of Applied Social Sciences (ANDSHA) describes the Second French National Seminar on Industrial Psycho-Sociology in a current issue of the *International Social Sciences Journal*. This was a six-day program held last February at Rambouillet.

The 44 participants came from management in industry, from training programs in large private or nationalized undertakings, from education, from industrial psychology, from the armed forces. The general theme was "the social psychology aspects of communication and information methods." Objectives included consideration of communications problems "constantly encountered" but generally neglected, systematic re-examination of stereotypes which hinder communication, the development of sensitivity to emotional factors in communication, of awareness of self as a factor in communication problems, and of insight into the potentialities of groups.

The organizers based their work on the idea that managerial staffs are "at the same time, ready to study and solve the human problems they inevitably encounter and handicapped by their training, which may be legal, economic, scientific, or technical but, in any case, is based on rationalist principles. Their intellectual constitution, resulting from their previous training, leads them to approach human problems in the perspective of a coherent, conscious, rational world where everything that happens has a reason and has been deliberately chosen. In fact, the specific feature of human problems is that they involve an unavoidably nonlogical and irrational element which cannot be reduced to previous (rational, logical, strategic) patterns. The result is that business managers being conditioned by their mental structures, reconstruct the human phenomenon in terms of those structures. They 'rationalize' and thus end up by making the working man into a sort of intellectualized being, 'homo economicus,' with hardly any resemblance to the real individual. The problem is therefore to make the managerial and senior staff more conscious of these mechanisms, which strike them as strange because they are unfamiliar. There is no doubt that any such effort at training or transformation will encounter individual or collective resistance to change and, at a deeper level, the sort of 'resistance' described by the psychoanalysts.

"For this reason, the seminar was not confined to the usual type of lectures or training sessions (practical training for leadership). It was necessary to have recourse to methods of 'depth training,' aimed rather at bringing about a far-reaching psychological development, a change in attitudes at both the conscious and the unconscious levels."

In designing the seminar, the organizers recognized that everything done should be related to a training policy. "Fortunately," Ardoino notes, "the time has (or should have) passed in this field when one merely 'shook the watch' to see whether it would start again of its own accord, without knowing exactly what one was doing and 'why it worked,' or 'why it did not work.' . . . Three questions had to be considered: (a) the choice of methods and techniques, given the aims in view; (b) the combination and association of these training methods, techniques, and facilities; (c) the general detailed organization of the seminar."

Methods chosen included the T Group "as practiced over the last 14 years at Bethel," application groups, talks on theory followed by discussion, and recreational and cultural activities every second evening approaching the subject of communication and information "via art, the cinema, or some science other than social psychology, so as to arouse interest and at the same time afford some relaxation." The other evenings were devoted to a round table on communication problems.

Ardoino comments, "The training group was in some ways the most far-reaching and enriching experience. In this sense, we may agree with R. Pagés (Bethel '55), that this group is the 'basic group.' Nevertheless, this point needs clarification. Unlike others, we believe that, from the point of view of the end result, the training group is not the key structure of the seminar; it is the necessary (although not, in itself, sufficient) condition to enable the seminar to produce effects 'in depth' in the participants and hence to have a degree of efficiency as regards the changes sought. From this angle, the training group prepares the way for experience of all the other techniques . . . whose final aim is to make possible, beyond the seminar, an approach to the problems of professional life determined both by the *deconditioning* effected by the training group and by the self-reconditioning for which opportunities are provided by the training group itself, by the application groups, by the cultural lectures, etc. . . . For this reason, all the material, geographical, sociological, and psychological conditions forming the background of the seminar, is of importance. Besides the actual influence of the techniques and means, there is an 'institutional' type of training involved."

ANDSHA's seminar was selected by the French Association for Promoting Productivity for an evaluation as part of a larger project. Before, during, and after the seminar, participants who agreed to do so underwent a number of interviews and tests designed to provide productivity specialists and ANDSHA leaders with information on their expectations, their personal and socio-economic characteristics, and possibly, at a later state, changes noted in their attitudes. A two-day refresher course was also planned.

ANDSHA organizes only one national seminar a year, but other training sessions of shorter duration, or centered more particularly on specific problems or specific techniques, are held regularly. Members of ANDSHA's operational team also help other organizations or groups in France or abroad in their training programs.

TRAINING LABORATORY IN THE NETHERLANDS

The Institute of Preventive Medicine Leiden, sponsored a two-week experimental human relations training laboratory in English at Berg en Dal, The Netherlands, last April. Seventeen participants—training directors, personnel social workers, and management consultants—represented various Dutch industries. Marjan Schroder (Bethel '60) and Jan de Kock van Leeuwen, both of the Institute of Preventive Medicine; Joseph Luft (NTL Staff Associate) from San Francisco State College, who was on a Fulbright scholarship at the University of Florence in Italy; and Paul Buchanan (NTL Staff Associate) of Esso Standard Oil, constituted the professional staff. Jacob Koekebakker, Director of the Institute, opened the session and was present at the last evening meeting.

The laboratory program included 14 basic group sessions and 6 work group sessions, plus daily theory presentation and several general meetings. Time was also provided in the schedule for participants to fill out a personal diary as a means of helping them integrate their experience, formulate questions or plans to bring into the next group meeting, and provide each with a "running account" of his experience for his future reference. Evening time was usually left open, and staff members were available for consultation. Over half of the participants made use of this opportunity.

At the closing session of the laboratory, tentative plans were made for the whole group (minus the Americans) to meet for a day in October to assess the outcome, to share research information obtained at the beginning and at the end of the laboratory, and to determine more specifically what next steps might be taken to make laboratory training available on a recurring basis in The Netherlands.

INTER-UNIVERSITY COLLABORATION INCREASED

The 1962 schedule on page 8 reflects a significant increase in inter-university collaboration. Laboratories in California will be co-sponsored by NTL and the University of California (the School of Education, the Institute of Industrial Relations, and the Graduate School of Business Administration) and conducted in co-operation with the Western Training Laboratory, University Extension, University of California at Los Angeles.

Laboratories in Utah will be co-sponsored by the Intermountain Laboratory for Group Development, the University of Utah, and these co-operating universities and colleges: Arizona State University, Brigham Young University, College of Southern Utah, Idaho State College, Montana State College, University of Colorado, University of Denver, University of Nevada, University of Wyoming, and Utah State University.

Concurrent with the California human relations laboratory will be a western section of the laboratory for school executives. A western section of the laboratory for community leaders will be held concurrently with the Utah human relations laboratory.

WTL has conducted training laboratories for ten years; ILGD, for seven years. During these years there has been interchange of staff among the three laboratories, but not joint sponsorship.

NEW ORGANIZATIONAL TRAINER PROGRAM LAUNCHED

NTL is launching a new program designed for persons responsible for the direction of organizational training programs. Participants will come by invitation from the Northeast, primarily from the New York City area.

Training objectives include the diagnosis of organizational training needs, the integration of training functions with programs of organizational change, the development of consultation skills, and the enlargement of conceptions of training.

The schedule includes a mid-December orientation session, a ten-day laboratory in January, a series of three-day workshops for practice in consultation and diagnostic skills and for reformulating application plans, and informal meetings with staff members throughout the training period.

NTL will devote a considerable research effort to evaluating the program and its direct consequences and applications. The staff includes Edgar Schein of Massachusetts Institute of Technology, Richard Beckhard of Richard Beckhard Associates, and Douglas R. Bunker of the NTL Central Office staff.

NEW LABORATORY FACILITY AT UCLA

Irving Weschler, NTL Staff Associate, reports that research and training goals at the University of California at Los Angeles have been tremendously facilitated with the opening of a Behavioral Science Research and Training Laboratory in the new Graduate School of Business Administration Center.

The facility, especially designed for research and training in human relations, group dynamics, sensitivity training, communications, and the like, consists of an adaptable complex of separable rooms.

One-way glass makes possible observation of the large meeting room and of each of four small meeting rooms from the master control and from two additional observation areas. The Laboratory is fully equipped for a wide variety of communication linkages, for motion picture taking and projection, and for television transmission and reception.

The facilities of the Western Data Processing Center are available to make complex training simulations and the processing of research data possible.

NTL CONTINUES SOCIAL SCIENCE INTERNSHIPS

Applications are now being received for the Third Annual Social Science Intern Program. This program was initiated to provide a systematic means of adding to the network of professional affiliates who serve as staff members for various training activities. The program for 1961 was supported in part by special gifts from Boeing Airplane Company, The Maytag Company, the Pittsburgh Pacific Company, and Standard Oil Company (N.J.). The program is designed for university-based scientists at or near the doctoral level.

The 1961 interns included David E. Berlew, Wesleyan University; Racine D. Brown, Washington University; Arthur M. Cohen, Case Institute of Technology; Campbell Crockett, University of Cincinnati; Delwyn A. Dyer, Michigan State University; Richard M. Emerson, University of Cincinnati; Charlton R. Price, Menninger Foundation; Jaap D. Snoek, The University of Michigan; John A. Stout, Harvard University; Richard Walton, Purdue University; Donald M. Wolfe, The University of Michigan.

Edgar H. Schein of Massachusetts Institute of Technology will again serve as dean; Douglas R. Bunker of NTL, as co-ordinator. Inquiries concerning internships should be addressed to him.

NEW, PERTINENT, AND USEFUL

Likert, Rensis. *New Patterns of Management.* New York: McGraw-Hill Book Company, 1961. 279 pp. $6.95.

If consistent patterns of organizational behavior can be found among high producing managers, then it becomes possible to build a useful theory of management. Since 1947 the Institute for Social Research has been studying high producing managers. Rensis Likert reviews the results. While business-oriented, the theory presented has wide application.

Actually, concurrent Institute studies of voluntary organizations reveal the same basic principles. One conclusion is that high producing managers tend to draw on a wide range of motivational forces. In a voluntary organization the non-economic motives (ego and social) stand out and can be examined in a stronger light.

The study draws a significant distinction between short- and long-term productivity. High pressure supervision can result in greater immediate increase than participative supervision—provided productivity is measured in end results. If the effects on human assets, reflected in turnover, work stoppages, waste, were taken into account, even short-term results might appear different. Since, however, promotion is generally based on short-term results, managers are virtually encouraged to sacrifice long-range organizational needs to short-term gain. The "good manager" who produces quick results is promoted to produce similar results elsewhere. Likert thus makes a strong case for more adequate regular measurement processes to determine the internal state of the organization.

He sees a number of forces operating to accelerate the development of a more effective theory of management and leadership. The need to increase productivity to compete internationally against lower labor and salary costs is one. Another is the social trend toward giving the individual greater participation in decisions affecting him. The employee *expects* to participate more. Another is the higher educational level of the labor force; another, the increasing social concern for mental health. Still another is a restless dissatisfaction in management with prevalent theories and practices. Finally, the rapid growth of new fields of knowledge makes it impossible for the chief to make decisions by himself.

Complex enterprises thus demand complex systems of organizing human effort. The theory proposed in this book extends the development of such systems. Its components include supportive managerial behavior, measurement processes, better use of group processes.

Tannenbaum, Robert; Weschler, Irving R.; and Massarik, Fred. *Leadership and Organization: A Behavioral Science Approach.* New York: McGraw-Hill Book Company, 1961. 456 pp. $7.50.

This is a compendium of ten years of leadership training and research by the UCLA Human Relations Research Group (HRRG). As a demonstration of their commitment to two-way communication, the authors have included as Part 4 independent appraisals from different points of view by a panel of experts in management theory, group psychotherapy and psychology, and sociology.

Members of HRRG originally defined their general research orientation as the identification and measurement of variables associated with effective group functioning. With time, they became more specifically interested in "the range of personality, group, organizational, and cultural variables having bearing on the exercise of leadership or interpersonal influence." In recent years, much HRRG effort has been devoted to the description and evaluation of the sensitivity training program supported by the Graduate School of Business Administration.

The book is concerned with leadership and influence, with sensitivity training, and with studies in organization. Leadership is defined as the social process by which one person attempts to influence one or more other persons in a large variety of interpersonal relationships (superior-subordinate, staff-line, teacher-student, counselor-counselee, husband-wife, parent-child) in the context of groups, organizations, and cultures. More briefly, leadership is an attempt to change. Key variables are seen as social sensitivity and action or behavioral flexibility.

The book reflects on issues in human relations training. Does it implement legitimate organizational objectives, or does it aim at "keeping people happy"? Does it destroy the individual, or enhance individuality by training the individual for creative membership? Is it a device for manipulation, or does it increase the individual's ability to detect and resist manipulative efforts? Is it an invasion of privacy, or a means to maturity?

The authors see human relations as an emerging discipline, a field of inquiry which cuts across the jurisdictional boundaries of the social sciences in an effort to avoid "fragmented, compartmentalized, or partial approaches to human problems" and through which the researcher will provide a systematic basis for diagnosis and action by the practitioner.

NTL LABORATORIES SCHEDULED—1962

16th Annual Laboratories in Human Relations Training

For persons who work with others in a training, consultative, leadership, or administrative capacity.

NTL—Gould Academy, Bethel, Maine

Session I—June 17-29

Session II—July 8-20

Session III—July 29-August 10

NTL-WTL (Western Training Laboratory)—University of California Conference Center, Lake Arrowhead.

July 15-27 (co-sponsored by the School of Education, the Institute of Industrial Relations, and the Graduate School of Business Administration; conducted in co-operation with Western Training Laboratory, University Extension, University of California at Los Angeles)

NTL-ILGD (Intermountain Laboratory for Group Development)—College of Southern Utah, Cedar City, Utah.

August 12-24 (co-sponsored by ILGD, the University of Utah, and co-operating colleges and universities of that area)

3rd Annual Training Program for College Leadership

For teams composed of college student leaders, teaching faculty, and administrators.

June 17-29, Gould Academy, Bethel, Maine

3rd Annual Laboratory in Community Leadership Training

For persons—both volunteers and professionals—interested in community organization, development, and improvement.

NTL—July 8-20, Gould Academy, Bethel, Maine

NTL-ILGD—August 12-24, College of Southern Utah, Cedar City, Utah

Special Program for Alumni

For persons who have attended a previous laboratory session and wish further training.

July 8-20, Gould Academy, Bethel, Maine

2nd Annual Laboratory for School Executives

For school executives and Board members concerned with problems of change, of leadership, of staff relationship, and of school-community relations.

NTL—July 29-August 10, Bethel, Maine

NTL—WTL—July 15-27, Lake Arrowhead, California

2nd Annual Laboratory for Classroom Teachers

For teachers concerned with human relations factors in teaching and interested in innovative classroom practices for mobilizing group forces for learning.

July 29-August 10, Bethel, Maine

7th Annual Training Laboratory for Professional Church Leaders

For national and area executives and staff members of councils of churches, and for a limited number of local church staff whose responsibilities include committee and other work at regional or state levels.

April 29-May 11, Green Lake, Wisconsin (Advanced seminars, April 29-May 11; and April 25-May 11)

7th Annual Management Work Conferences

For corporate executives, department heads, and staff men who function under the complex conditions of the business situation.

Session II—January 21-February 2, Arden House, Harriman, New York

Session III—March 18-30, Arden House, Harriman, New York

6th Annual Key Executive Conferences

For presidents, vice-presidents, general managers, and comparable executives concerned with problems of human management in today's business.

Session I—January 21-February 2, Onchiota Conference Center, Sterling Forest, Tuxedo, New York

Session II—September 3-14, NTL Conference Center, Bethel, Maine

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